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TREASURES OF THOUGHT.

If thou hast thrown a glorious thought
Upon life's common ways,
Should other men the gain have caught,
Fret not to lose thy praise.

Great thinker, often thou shalt find,
While folly plunders fame,
To thy rich store the crowd is blind,
Nor knows thy very name.

What matters that, if thou uncoil
The soul that God has given,
Nor in the world's mean eye to toil,
But in the sight of Heaven?

If thou art true, yet in thee lurks
For fame a human sigh;
To Nature go, and see how works
That handmaid of the sky.

Her own deep bounty she forgets
So full of germs and seeds,
Nor glorifies herself, nor sets
Her flowers above her weeds.

She hides, the modest leaves between,
She loves untrodden roads;
Her richest treasures are not seen
By any eye but God's.

Accept the lesson. Look not for
Reward: from out thee chase
All selfish end, and ask no more
Than to fulfill thy place.

—Rhode Island Schoolmaster.

THE TEACHER'S AUTHORITY OVER PUPILS OUT OF SCHOOL.

BY N. H. WHITEMORE, SUPT. OF CENTRAL DISTRICT SCHOOLS, NORWICH.

As there seems to be no statute law regulating this matter, the impression is very general that pupils are not subject to the control of their teachers while on their way to and from school. It appears to me that the idea is an erroneous one, and for many reasons calculated to harm. Whether or not there has been any decision in relation to this matter by our Connecticut courts I am unable to state, but, through the kindness of Giles Potter, agent of our State Board of Education, I am able to call attention to a decision of this question by a Massachusetts court.

An extract from a report of a school committee

of that State reads as follows: "Who has control of the pupil on his way to and from school? This point, in the absence of any law upon the subject, has been decided by the courts. The latest decision of which we have any knowledge is that of Judge Lord, in a case occurring, we believe, in Roxbury. The case was that of a lad who, on his way home from school, threw stones at a teamster. The teacher next day administered deserved punishment. The father of the boy commenced a suit against the teacher for assault. The inferior court decided against the teacher, but on appeal to the Superior Court the action of the teacher was sustained, which decision accords with others before given. The judge says that while the pupil is on his way to or from school, parent and teacher are coordinate in authority, the teacher having full liberty to punish for misbehavior, being only responsible that the amount of punishment shall not exceed a proper limit, which we believe to be a good doctrine."

The above is taken from the annual school report of 1870, but from the report of 1871 I quote the exact words of the judge as follows: "The relation between the teacher and scholar is a peculiar one. It partakes, while the pupil is in school, of a parental character, and is absolute and without appeal from any quarter, when exercised within the proper limits. Such is also the power of the parent. This authority is absolute at home on the same conditions. A good parent desires to cooperate with the teacher, and is thankful for any proper correction of his child. A good teacher desires to aid parents by training his pupils in habits of good order and obedience to authority. Between the school and home, the jurisdiction of teacher and parent is concurrent. If the teacher sees or knows a boy to violate the laws, if he finds him acquiring habits of a dangerous character, if he sees him becoming vicious, and his example injurious to others, or calculated to effect his own standing at school or at home, it is his duty to interfere to restrain and reform. For this purpose it is right to punish to a reasonable extent, if no other method will avail. But the teacher must hold himself responsible to the law in his punishments, and be careful not to transcend in severity its humane and proper limits."

These quotations are certainly reasonable and, although the above decision was given by a court in a neighboring State, yet it would undoubtedly be cited as a precedent, should a similar case be brought to trial here. Teachers, then, may understand that they do not violate any law when they administer reasonable punishment to pupils for bad conduct on their way to and from school, and that, in cases of this kind, should they see fit to exercise the right to punish, the chances are in favor of their being sustained by common law and common sense.

STANDING IN THE SCHOOL-ROOM.

BY MARY W. BOND, FLORENCE, MASS.

Dr. Clark's little book, "Sex in Education," should be thoughtfully read not only by every mother, but by every teacher who has girls under her charge. This book suggests many changes in the treatment of our girls, for which nearly all who read it will be very thankful, and teachers who have the needs of young girls so forcibly presented to them, perhaps for the first time, will surely endeavor to do more than they have heretofore done to meet those necessities. One evil which was recalled to mind on reading this book, can easily be remedied: that is requiring girls to stand during a long recitation.

It is not strange that teachers err in this respect, for the instruction they receive at Normal schools and Teachers' institutes, in regard to this, is most pernicious. Girl graduates from Normal schools are repeatedly told that a teacher who sits in the school-room lacks energy, and that a school cannot be as good if the teacher sits as it would be were she always on her feet; that standing manifests an active spirit, and sitting an inactive one. This instruction is often carried out with a devotion to the letter thereof, that would astonish the instructors if they knew of it. The teachers not only stand themselves, but insist on the class standing through every recitation. If teachers will think about it, they will see that the body mind do more and better work if the body be not exhausted, and that pupils would often recite better, if the recitation were not the utter weariness that it must become when the pupils stand half or three-quarters of an hour.

In the primary schools recitations are, or should be, short, and standing for a few minutes is a pleasant change for the little ones; but in the grammar schools the pupils should be allowed to sit during

recitation, each standing when called upon answers, a question.

It is a great mistake to suppose that a teacher can govern a school better when standing. If she can govern it at all, she can govern it in one position as well as another. Brute force is no longer considered the first requirement in a teacher. The child obeys a certain something in the teacher, which he cannot explain, but which he feels, and that something is not mere physical strength. To govern a large school well is very exhausting to the teacher; she should spend freely all the vitality necessary to so desirable an end, but should not waste anything so precious.

RESPECT FOR CHILDREN.

BY REV. H. E. HART, DURHAM.

It is surprising how little respect is sometimes shown to little folks. It would seem as if these little ones were not thought deserving of even the slightest regard; as if respect was not for them until they are grown up. Here is a serious evil. Children like to be treated handsomely as well as older people; they respond to kind and appreciative treatment, and give respect in return to such as really respect them. Let me indicate some of the ways in which respect is withheld; but first I would show the fundamental reason for respecting them:

Every one of these little folks is a man. "Homo sum," can the smallest of them say, in declaration of their natural dignity. The tiniest babe in the cradle is a man-child. Highest authority there is indeed for that title. Around the cradle of the little one, if the glory of its high nature was visible to the eye, there would be a glory like the aureola we sometimes see around the heads of pictured saints. Because of the human nature there is in every child, every child is entitled to respect.

Their joys, sports, ambitions, aspirations are entitled to respect. They have as real a *right* to those as any man has to property, liberty, life. I do not speak of those as things that should be permitted them: they are theirs by right. True, they cannot compel their elders to give them these, and therefore people take advantage of their weakness and deprive them of the things they ought to have. Let a man deprive his equal of his right, and see what he gets for his audacity.

Their woes are entitled to respect. To deny that children have woes is equal to denying that birds and helpless creatures have tormentors. Be-

ing little does not exempt one from suffering. Some of the bitterest woes are borne by little hearts that are full of sorrow and have no comforter. The crash of the china doll—there is anguish in the shriek the little owner sends forth. The breaking of the set of little dishes—what a desolation of spirit follows that disaster. The destruction of the playhouse by some unfeeling fellow—a playhouse constructed with much care, deliberation, and skill—a feeling of misery follows such a calamity. Many little possessions, of slight intrinsic value, may be of inestimable value to a child. The misery of having to wear some unfashionable or unsuitable article of clothing has been the making of a gulf that has aided to separate a boy from his mates, and made him feel strangely among men for the rest of his life. A little girl was made to wear a bonnet of a color out of all harmony with the rest of her clothing, to church on the Sabbath. She was miserable the whole day, and the memory of that mortification is still vivid, though she is a lady past middle life. She was not to blame. The sense of harmony and of the fitness of things in her soul—a sense that God gave her—was opposed and wounded. Delicate sensibilities received a rude handling, and real suffering was the result. Such delicate feelings need delicate treatment. They are a divine endowment, just as much as reason; not an arbitrary development of human art or skill.

People sometimes insult children. To call a man a fool would be a foolhardy undertaking. But people will call children fools, or intimate as much, without feeling that they do any wrong. For example: older people, when they find their notions are not accepted by the young, will draw across their sensibilities this old saw: "Young folks think old folks are fools, but old folks know young ones to be so." The younger person probably did not call the older one a fool; he only disputed the correctness of his sentiments, a thing which anybody in this land may do; and the older person declares, without qualification, that young folks, that is, all young folks, young folks as a class, are fools. What is that but an insult? Any boy who has been sawed with that saw can remember the indignation he felt; and remember, too, perhaps, that it was only the fear of a thrashing that kept him from avenging the insult on the spot. Had he been a little older he might have retorted, "There is no fool like an old fool." Or he might have argued the point in this manner: "Do you mean to say, sir, that I, your son, or grandson, am

a fool? Then what must my father and grandfather have been?"

How many times has a boy been given a dull axe to chop with, a poor pen to write with, a soiled and unattractive old book, almost worn out by older brothers and sisters, to begin to learn lessons in. Is it any wonder he became indignant, and cried, and declared he would have nothing to do with such a shabby thing? He felt insulted; he was insulted. A man would not treat another man like that; he would fear the consequences; but the little chap could not help himself, and had to put up with it. They took advantage of his helplessness. But is it right to take advantage of little folks in that way because one has the power?

Children are insulted by addressing them in a disrespectful manner; by calling them by a disagreeable nickname, by speaking of some natural defect that they may be afflicted with, by not hearing them through with patience when they want to speak in their own defense. They have natural rights as well as their elders. The same feeling that leads us not to notice a disability in man or woman, should lead us to appear unconscious of a natural disability in a child. One has no right to address any person, young or old, unless he does it with respect and civility. A child is a man in the divine generic sense. He is a man-child. Let his manhood be respected.

The real nature of a person comes to the surface in dealing with children. The teacher who will be hard on a poor child, because he can insult such a one with impunity, is wanting in the first elements of manliness. Respect for man as man, apart from his circumstances, is enjoined by the highest authority. Inspiration bids us "honor all men." As the apostle wrote it, it is, "*honor all*."

Dr. Channing made a vivid impression on the mind of one who was telling him how certain refractory sailors were reduced to obedience by flogging. "What," said he, "*strike a man!*" If he saw how children and youth are sometimes insulted he might exclaim in a way to put the offender's conscience piercing him, "What! insult a child?" Being a child or a youth is not an atrocious crime; it is not anything discreditable even.

Leaving now the wickedness of showing disrespect to children, there are enough advantages to be gained by showing them respect to compensate for all the inconveniences that may be encountered in doing it.

One of these advantages is, you win the child's respect. It is all important in governing children

that the teacher be able to command their respect. They are as ready to respect what is worthy as grown people. The early Christian church had few greater heresies than this modern falsity, "Boys do not know when they are treated well." Is not the respect shown by some teachers to their pupils, the secret of their power over them? Thomas Arnold always regarded his boys as truth-tellers. He did not suspect them first, he believed them first. Even with the lower forms he never seemed to be on the watch for boys; and in the higher forms any attempt at further proof of an assertion was immediately checked: "If you say so, that is quite enough—*of course* I believe your word;" and there grew up in consequence a general feeling that "it was a shame to tell Arnold a lie—he always believes one." His biographer, who was once a pupil of Arnold's, also says, his practice was to treat the boys as gentlemen and reasonable beings, and make them respect themselves by the mere respect he showed to them.

Thus one acquires influence over pupils. The sway over the heart of a man is the sway over the whole man. A boy is a man—a little man. The germs of manliness are there—manly traits, too, very often. This respect and influence will not, end with the discipline of the school-room. There are certain ones who are looked to for advice; whose example and manner are quoted and imitated. We never ask advice of men for whom we feel no respect. Men generally act as society and their fellows expect them to act. We naturally respond to the sentiment that is presented. We are apt to do as we are done by.

He who respects children and youth will get honor by it, and they who do not respect them will get dishonor. How can anyone respect himself who does not respect the young and the weak? To be tyrannical, impudent, unjust, to lord it over those who are too weak to make resistance, is to show some of the most unlovely elements of human character. Such characters ought never to be invited to preside among young people anywhere.

Also by showing due respect to children one is likely to obtain success. The world is full of people who need help. Children need it: not for getting lessons altogether, or in great part, but they need help to enable them to cherish kind feelings, to preserve the delicacy of their sensibilities, retain confidence in the general good intention of society and of those who dwell about them. Every teacher, every man or woman who is true, is a tower of strength to all younger and weaker spirits; and

every one who shows to young people genuine and deserved respect, will gain a power over them that will make the most difficult things in government and study possible. One of the fundamental principles of good society is to secure to every one his rights. Children have rights. Their misapprehensions should be, of course, corrected; but what we and they know belongs to them, should be freely granted. The influence upon children determines their character when grown. All who have anything to do with them, and who deal with them truly, will be amply rewarded in the characters and disposition of the next generation. Sow well, and you shall reap abundantly.

A WORD FOR THE "SMALL CHILDREN."

H. D. M'CARTY, STATE SUP'T, KANSAS.

The practice of placing young girls or boys sixteen or eighteen years of age, with immature minds, defective scholarship, and no special training for their work, in charge of small children, because they are small, cannot too strongly be deprecated. It is a fatal mistake that any one can teach little children: a mistake that has caused many a heartache to parents in the permanent injury of morals and intellect to their children, and much time and many a dollar in endeavors, in after years, under competent instructors, to correct injurious habits of thought, study, and practice that ought never to have been contracted. Of all schools the primary ought to be the best, the teachers the ablest, the most scholarly, the best trained for the work, and should possess in an eminent degree a knowledge of the laws of the child-mind, and the qualities of ingenuity and tact and adaptation of means to an end. It is a question which ought to be seriously considered, whether in country schools, owing to lack of training, scholarship, and experience, teachers (male and female) under the age of twenty years ought to be licensed to take charge of independent schools. Were there a lack of teachers, and it was necessary to take such or none, then there might be some little reason why children should be set to instruct children, or to "play school;" but good teachers are in an over-supply, more than are necessary for all our schools; and these teachers are driven from the profession, not so much by the reduction of salaries as by young and inexperienced teachers obtaining the schools through the ignorance or favoritism of school boards, who have a daughter, sister, nephew, or niece, or some special friend, who desires a few months' employment to

eke out the yearly allowance of pocket money, at the expense of the district, because the "school children are small."

THE HOUSE WE LIVE IN.—No. III.

BY DR. S. D. GILBERT, M.D., NEW HAVEN.

THE BRAIN AND NERVES.

The average weight of the human brain is about fifty ounces in the male, and forty-four ounces in the female. The anterior and upper part, called the *cerebrum*, or brain proper, constitutes nine-tenths of the entire mass of the brain. It is the seat of intelligence and thought. Pigeons from which it has been removed may be kept alive for weeks, or even months, but are plunged in profound stupor. The other divisions of the brain are: the *cerebellum*, or little brain, situated below the posterior portion of the *cerebrum*; the *pons varolii*, which connects the cerebrum above with the cerebellum behind; and the *medulla oblongata*, united to the *pons varolii* from below. The *cerebellum* is the center for the control of the voluntary muscles. When this has been removed, the pigeon is nervous and excited, but has no control of its muscular movements, and tries to escape with uncertain, sprawling motions. Persons suffering from injury or disease of that organ, walk as if intoxicated, and cannot perform any orderly work.

The *pons varolii* receives conducts and transmits the effects of sensory impressions upward to the *cerebrum*. Animals in which the *cerebrum* and *cerebellum* being removed, the *pons varolii* and *medulla* are left uninjured and connected with each other, utter cries and attempt to remove the objects of irritation, when the tail is pinched or ammonia is applied to the nose. The *medulla* is a conductor of the effects of sensory impressions upwards, from the spinal cord to the *cerebrum*. It may also transfer the effects of sensory impressions from one nerve to another, as when any irritation in the stomach acting on the principal nerve supplying that organ (the *vagi nerves*), produces sympathetic headache, or pains in other parts of the body. It is well known that physicians often find that the pains which patients feel in the head is only a symptom of stomachic disorder. One of the functions of the spinal cord is to transmit impressions, sensory and motor, to and from the brain. A difference in function between the anterior and posterior columns of the cord exists. The anterior columns under excitation, produce action of the muscles by affecting the motor nerve. The posterior columns when

irritated, display sensibility. Crossing, however, occurs in the cord. The anterior columns cross at the *medulla oblongata*, just within the skull. Hence, disease of either side of the brain (apoplexy, compression from fracture, etc.), commonly produces paralysis of motion on the opposite side of the body. Beside thus acting as a medium of communication between the brain and all parts of the body, except the head and face, the cord has special functions of its own, as the seat of reflex actions, in which the brain, consciousness, and will, are not concerned. An example of a reflex action is the following: While one is asleep, a hot iron is brought near, or touched to his feet; this stimulus excites a nerve of sensation, which, in its turn, excites the nerve center in the spine, and this again a nerve of motion, which causes the muscles to act and withdraw the feet. Hence the cord is capable of maintaining action of its own, independent of the brain. Forty pairs of nerves, motor and sensory, distributed along the spinal cord, put the brain in communication with every part of the body.

The SYMPATHETIC NERVOUS SYSTEM consists of two knotted, ganglionated cords, which are placed on either side of the vertebral column throughout the entire length. The *ganglia*, or knots, are like the central stations of our telegraphic system, at which messages are collected and sent out to different points. By means of this special nervous apparatus a relation called sympathy is kept up between different parts of the body, so that "when one member suffers, all the members suffer with it."

The action of nerves is necessary before the muscles act. Suppose I touch my finger to a hot stove; before the muscles which will withdraw my finger acts, a correspondence goes on between the finger and the brain. A nerve immediately carries the intelligence to the brain, that the stove is hot, and then the brain telegraphs back to the muscle by another nerve to withdraw the finger. Thus it is, in all nervous actions except those denominated reflex. Intelligence is first conveyed to the brain of the necessity of such action, then the act is performed.

The brain is the organ of the mind. The mode of the mind's existence, and the character of that intimate union by which mind and matter are bound together, are as yet profound mysteries. But it is certain that no effort of thought or volition is without action of the brain and nerves. Every care, every anxiety, every emotion, is accompanied by the expenditure of brain and nervous energy.

Of course the brain and nerves have much to do with the daily work of the pupil, and especially with that of the teacher. One cannot exaggerate the nervous strain to which the teacher is subjected. There is the steady undercurrent of anxious desire for the progress and welfare of his school, stimulated by his ambition for a good reputation in his profession, by his own pride of character; and there are a thousand demands upon his energy, incident to the work of every hour. He has to hear a recitation, and give his attention to each particular pupil, and at the same time keep a watchful eye over the schoolroom to see that order and deportment are maintained. He must encourage the faint-hearted, support the weak, make the way plain to those who are dull of comprehension, stimulate the unambitious, restrain the mischievous, cheer the desponding, inspire zest, and energy, and earnestness in the hearts of scores of pupils, and throw life and animation into the multifarious exercises that chase away the hours. Every nerve and every faculty has to be on the alert.

No wonder, then, that this continual strain wears on him. Owing to this state of affairs, the brain and nerves become overworked, and the result is either loss of mental vigor or a feeble and depressed condition of the brain and nerves. "'Tis strange that a harp of a thousand strings should keep in tune so long." Of affections of the nerves, one of the most common among children is St. Vitus' dance, a disease occurring chiefly between the ages of ten and fifteen years. Girls are more liable to it than boys, in the ratio of three to one. The manifestations of the disease are at first limited to a portion of the body, to one of the upper extremities oftener than elsewhere, and sometimes they are limited to the fingers of one hand. The appearances consist in frequently recurring or unceasing movements of the parts affected, producing in the face varied and ludicrous grimaces, and in the extremities, contortions. Children who are suffering from this disease should be immediately removed from school, and kept out in the open air as much as possible. Sponge baths and gymnastic exercises are also necessary, by way of hygienic measures, and are very important. Any nervous twitchings of the muscles should attract the attention of the teacher, and should lead to inquiry as to the cause. There is a great difference in children with regard to their nervous irritability. Some can sit quietly in the schoolroom by the hour, while others with the utmost difficulty keep in one position five minutes at a time.

If such *nervous* children come under the discipline of a *nervous* teachers, they are apt to be regarded by him as culprits who must be made to keep still, and hence are punished for their supposed misdeeds, when in reality they are to be pitied, not censured. Blows and severe lingual castigations do no good to such a child, but make him all the worse. And here I wish to speak of one way of whipping, a brutal custom, which is probably practiced now, as when I was a school boy. I remember, when attending one of the public schools of this city, seeing the principal, a stalwart six-footer, come out into the yard at recess, and catching a boy by one ear, whirl him around, and administer a violent blow on the other. Such practices cannot be too violently condemned. No blow should ever be struck on the head, neck, or spine. Brain-disease, paralysis, or nervous derangement may ensue, which will send the child to an early grave. Many are the inmates of our insane asylums, who never would have arrived there had it not been for the outrageous and murderous treatment of some passionate teacher or parent. There are other modes of punishment equally effective which can do no harm. In conclusion, as with healthy bones and muscles, so with healthy brains, there is need of pure and healthy blood; and that we may have the latter, and through it the former, we must ever remember that fresh air, nutritious food, and abundant exercise, and sleep, are the conservators of healthy brains and nerves.

SPEAKING of the question that is ever and anon coming up about the abolition of corporal punishment in schools, T. K. Beecher says: "Granting, for argument's sake, that flogging should be abolished, it is still a blunder to abolish it noisily, by a published rule or injunction served upon teachers. A teacher might go on for years and never need to flog. In his own soul he may have recorded a vow never to flog again. And yet the putting a rule upon him forbidding the use of this punishment, would so weaken and degrade him in the eyes of a class of children, that he must flog them or fail. A teacher, to do the best work, must seem and must be sovereign in the schoolroom. Teachers who cannot be entrusted with discretion as to instruction and discipline should be discharged, not governed."

THE Queen has granted a pension to the children of the great African explorer, Livingstone.

YOUNG TEACHERS' DEPARTMENT.

IN THE SCHOOL-ROOM—FIVE.

BY M. H. MARELE, TABLE ROCK.

Alone in the school room sits the teacher,
The school is dismissed for the day,
The house is now still and deserted,
The pupils have all gone away.
The leaves of the books are silent,
No whisper is heard in the room
And the clock is musically ticking
As if to dispel the gloom.

Each scholar has passed from the school room.
The teacher leans back in his chair,
His forehead is painfully throbbing,
His bosom is burdened with care;
He wonders if in the bright future,
For all these dark moments of pain,
A bright, shining recompense waits him,
Or if his love labor is vain.

He wonders if in the Hereafter
The seed he is sowing to-day
Shall render a bountiful harvest;
And he kneels down to silently pray
For strength to go on with the battle,
Succeed in his mission of love,
And fit the young pupils about him
For mansions of glory above.

Then, stronger, he rises, for Duty
Has whispered him softly and low,
And in the bright pathway before him
Sweet flowers spring up with rich glow.
And feeling still braver and bolder
For the morrow's bright labor of love,
For the recompense waiting with patience
The will of his Father above.

—Nebraska Leader.

PROPER AND COMMON.

Messrs. Editors of the School Journal:

Will you be kind enough to tell the readers of your Young Teachers' Department—both for our own sakes and the benefit of our pupils—how we can always distinguish between common and proper nouns? It may seem to you a very simple matter, yet I find myself puzzled frequently in deciding whether to use a capital or a small letter at the beginning of certain words; and my grammar pupils perplex me exceedingly, by their questionings and discussions, concerning the classification of many nouns. The grammars with which I am acquainted do not help me out of the difficulty. I strongly suspect that all the rest of your readers understand the whole matter perfectly; but I am free to confess that more light is needed by at least

ONE YOUNG TEACHER.

The subject is not free from difficulties. A very

careful analysis is required to generalize all the multiform examples that occur in the experience of teachers. As respects a large part of nouns in our language, the separation into two classes, "common" and "proper," is, of course, easily and unerringly made. But there is a numerously populated middle ground, where classification is not so obvious.

And our correspondent does no injustice in saying that the grammars generally in use in our schools do not give sufficiently full and explicit directions. As a sample of grammars in use a few years ago, we happen to have before us "Kirkham's Grammar," the twelfth edition of which was published in New York in 1829, in which the statement is made that "the distinction between a common and a proper noun is *very obvious*"; and then the author proceeds, in a few sentences, to distinguish the "distinction," in such a maze of words as must have been "clear as mud" to anybody but himself.

Another sample before us is the grammar of Jeremiah Greenleaf, published also in New York, and reaching its twentieth edition, in 1837. The sum total of its teachings on the point in question is contained in the following sentences:—"Common nouns are the names of whole sorts or species." "Proper nouns are the names of individuals." "When proper nouns have an (*sic*) article annexed to them, they are used as common nouns." "Common nouns become proper when applied to the Deity." Not one word of direction for the use of capital letters is given in the book.

One may look through all the grammars since published in this country, and with rare exceptions they will be found to have treated the general classification of nouns in the same incomplete manner that Mr. Greenleaf did. A grammar now extensively used in our schools says "proper nouns are names of *individual persons or things*, and not of species." On the other hand, another grammar, also extensively used in our schools at the present time, says: "Plural nouns that begin with capital letters, and distinguish groups as proper nouns distinguish individuals, should be considered proper nouns. Hence, 'the Azores,' 'the Cherokees,' 'the Messrs. Harris,' denoting each a whole group, are proper nouns."

Opposed to both the foregoing authors is a third, quite as popular, perhaps, whose teaching is: "When a proper noun assumes meaning, or implies other objects that have the same name, it becomes a common noun. Example: 'I saw the Rus-

sians and also a Turk and also several Prussians at the Astor House." Another popular grammar teaches us, and correctly, we think, that "the names of nations, though belonging in common to many individuals, distinguish one body of people from all others of the same kind. They are therefore proper nouns, whether applied to all that compose the nation, or to single individuals; as, the Germans, a Turk." Gould Brown, whose opinion is certainly entitled to respect, gives the following definition: "A proper noun is the name of some particular individual, *or people, or group*; as Adam, Boston, the Hudson, the Romans, the Azores."

Our correspondent will thus see that the difficulty which has perplexed her, has bothered even the grammar makers, and that the doctors do not wholly agree. We have not time or space to give her all the evidence in our possession touching her question, but we proceed to render the "opinion of the court" briefly.

First, Proper nouns are mere meaningless marks to designate a person or thing, expressing nothing of the nature or character of the object designated. Such are John, James, Thomas Jefferson, Oliver Cromwell, Boston, America, and in general most personal and many geographical names.

Second, Proper nouns are formed by joining a distinguishing mark to a common or significant name, or by adding some common word to a proper name; as Hudson River, Long Island, Newcastle-upon-Tyne, Newcastle-under-Tyne, Red Sea, etc.

Third, Names of days, months, festivals, diseases, and branches of study are proper nouns; as Monday, Tuesday, January, Fever, Palsy, Chemistry, Botany, Christmas, Thanksgiving, etc.

Fourth, Names of nations, tribes, sects, because they distinguish one group or body of people from all others, are proper nouns, whether applied to the whole body or to an individual; as the Indians, the Cherokees, an American, the Baptists.

Fifth, A common word or a phrase may become a proper noun, by being used in the sense of a proper name; as the Common, the Park, the Green, the City Hall, the United States, the Western States, etc.

Sixth, Common nouns personified become proper nouns only when they are used as the names of individuals to whom intelligence and personality are ascribed, *e. g.*:

"There *Pleasure* decks her guilty bowers,
And dark *Oppression* builds her towers."

Seventh, The words *lord* and *god* are proper names only when applied to the Deity. In other cases

they are common nouns. Thus it is written, "There be *gods* many and *lords* many" (I Cor. viii, 5); but "The Lord is a great God and a great King above all *gods*" (Psalm xcv, 3). In the example, "The thunderbolt of the English Parliament was Lord Brougham," "Lord" is capitalized as a title of honor, not as a proper noun.

Eighth, Proper nouns become common by assuming a meaning and taking an article or adjective; but they do not thereby lose the capital. Examples: "Some mute, inglorious *Milton* here may rest." He is the *Cicero* of America.

Ninth, We have not exhausted this subject; let others add or subtract, question or criticise.

M. P.

TOURS OF OBSERVATION AMONG THE SCHOOLS.—No. X.

BY A. PARISH, SUPT. SCHOOLS, NEW HAVEN.

Visitor.—Since our last interview I have been puzzling my brains to discover what the difference was, between your general management and that of other schools, in which the teacher was regarded as possessed of superior qualifications. I have seen schools as orderly, as prompt to obey every direction; but then there was something wanting in them, which yours seemed to possess, that I cannot define or explain. In fact, it seemed to me that you had constantly in view a *two-fold purpose* to accomplish in all your dealings with the children. I wish you would relieve me of my perplexity.

Teacher.—Doubtless all faithful and competent teachers aim to secure about the same results; but those who look only at the work of the day, or the passing hour, cannot perform as efficient work as those who consider what influence their government and teaching are to have upon the future lives of their pupils. Now if I have a double purpose in mind, as you intimate—it consists in this: that I wish to have a perfect school to-day, and each day, for present convenience. I desire order, for example, for comfort and present success. Without it I should have fault-finding from parents, and great discomfort in attempting to perform my daily duties. Without order my good name as a teacher would suffer. But thus far I do no more than many other teachers, except that in attempting to accomplish an *additional purpose*, my whole system of government is, in a measure, modified.

Visitor.—Yes, yes; now I begin to see that you are approaching an explanation of what has perplexed me.

Teacher.—Let me illustrate by a few familiar examples. You will notice that nearly all requirements in the school room, by which the duties of the hour are made successful, can be turned to an additional advantage by so employing every exercise as to cherish and establish right *habits*, which shall remain as an essential part of the children's education. *Obedience*, for example, is indispensable to good order. I may secure it for a time by holding a rod over the head of the child, who knows that a blow will inevitably follow an act of disobedience. Every child being thus made to feel the necessity of obeying, will doubtless do the bidding of the teacher,—at least while the danger of immediate chastisement threatens the transgressor. An orderly room is thus secured. The law of the teacher is supreme. But consider the state of the children's minds, perpetually under fear and apprehension of bodily suffering. The teacher may boast of the *stillness* of such a school; of the order so enforced; of the *obedience* of her pupils. But the question arises, What is all this worth? How does it differ from the enforced obedience and toil of the slave, in constant fear of the lash? Nevertheless, the first object, and with very many the chief object of government in school, is gained,—“a still school,”—“unquestioned obedience.”

Now obedience is of little worth, as I estimate it, unless it is *cheerful obedience*; a willing, cordial compliance with the requirement of the teacher. A happy frame of mind of the pupils; a strong sympathy with the teacher and a hearty approval of her decisions; confidence in her intentions and good judgment; these are the true elements to be secured as the basis of success, both in government and teaching.

Visitor.—But there are many pupils that are most happy when they can thwart the wishes of the teacher, and violate rules for the gratification of their desires, reckless of the good of the school, their own interests, or the authority of the teacher. What would you do with them?

Teacher.—Such exceptional cases will occur; but with proper management the number should not be large, and may, generally, be reduced to a minimum, or entirely removed. Secure a right sentiment with a majority of the pupils, and you have a powerful influence to co-operate with you. Make that a lever for removing what is objectionable. Other means may be necessary for lawless transgressors, of which I will speak hereafter. Many of the children you saw in my school have been of that same description, but now are greatly changed.

Establishing *right habits* must follow in close connection with *cheerful obedience*. They can never be secured without the latter. Make the doing of right things customary, by daily and unwavering practice, and soon the habit will be formed by which the *doing*, the *thinking*, and *desiring* the right thing will be easy.

Perhaps now you will understand my purpose in the methods I have employed. When I began with these children, my first object was to secure their *attention*. Without that I could do nothing. It was a very difficult thing to accomplish, for few of them had learned anything but to seek for what pleased them. So every one was aiming to secure his own object of pleasure. My first necessity was to present some object that would concentrate their attention towards me. I first interested them in sitting alike, in the same position. Next I held their attention by telling a pleasing story, from which some thought could be drawn to impress upon their minds the distinction between *right* and *wrong*. Then many succeeding movements were made by concert action, that every one should be required to do the same thing at the same time with all others. In calling a class every child must give attention, to be able to obey the signal at the instant. In turning, in passing, in forming a line, and opening the books, perfect concert of action of the class was required,—and thus perfect *attention* was secured. Simple gymnastic movements and marching were employed, with special care on my part to preserve precision of action from every individual. In all these exercises the children became deeply interested.

Visitor.—Indeed, I could not help observing the earnestness that made every eye beam with pleasure, while the children followed your directions.

Teacher.—But this discipline has been gained only by patient, persevering study of child-nature and the best methods of *leading*—not *driving*—their young minds into *right habits*. An obedient spirit, steady attention, careful observation, and an interest on the part of the children, in the exercises of the school, have made my daily duties a pleasure instead of a burden. But the perfection of drill and steady mental application, which you so much admire, are to me only a mere preparation for their future and higher grades of studies and deportment-culture, which I regard as the main duty of the primary teacher. The habits which she inculcates during this impressible period of life, will go far to determine the character and conduct of the individual to the end of his earthly pilgrimage.

MISCELLANY.

EDUCATION IN JAPAN.

NATIVE TEACHERS.

The old typical Japanese teacher is rapidly passing away. Like the "ripe scholar" of other lands, he has fallen out of his place because his work was done. Learning was the chief qualification of the old native teacher; skill, ability to impart his acquisitions, were his last requirements. His chief duty was to stuff and cram the minds of his pupils. To expand or develop the mental powers of a boy, to enlarge his mental vision, to teach him to think for himself, would have been doing precisely what it was the teacher's business to prevent. So long as education consisted in a treadmill round of committing to memory the Chinese classics, learning to read Japanese history and government edicts, to write, and to reckon on the *abacus*, such a thing as mental development was unknown. There was but one standard—the Chinese classics. Every departure from these was a false step. Everything new *must* be wrong. Under the Shoguns' government, for centuries, the suppression of mental development was reduced to a system if not to a science. That same usurpation which robbed the true ruler of this empire of his authority sought to crush all mental enterprise and to shackle the intellect of Japan beyond all hope of growth; science was never taught, mathematics was confined to the four fundamental rules of arithmetic. Independent thought and investigation were branded as criminal. The might of priest-craft hedged in the mind in the direction of metaphysical speculation; the Chinese classics dominated, with a despotism that can at the best be but faintly conceived by a foreigner, over the field of politics and morals; while the all overshadowing power of the great usurper in Yedo prevented all historical research, study or composition, except in what related to the distant past. Shut off from all contact with other intellects, the "ripe scholar" and the "great teacher" of old Japan were but schoolmen. The intellect of this nation, like the arborial wonders of the Japanese florist, with its tap-root cut, deprived of fertilizing moisture and stinted as to soil, became like the admired dwarf pines four inches high, and as gnarled and curious as they.

The manner of life of the old Japanese instructor was to squat on the floor with his five or six pupils about him on the same seat, who supported their elbows on a sort of table one foot high. Beginning with the first, he taught each pupil the pronunciation of the Chinese characters. After the entire book had been committed to memory by sound, without any reference to sense, the pupil began again, and learned from his teacher the meaning of the characters. On the third reading, the book was expounded to the pupils. Rarely did a class number more than six pupils. The work of

the teacher was simply oral communication, and that of the pupil imitation. Memorizing and copying constituted a Japanese youth's education. The old teachers of Japan and the Chinese scholars, though a very respectable body of men, did undoubtedly help to repress the intellect of their own countrymen, and must be looked upon as co-workers with the bonze and the official spy.

THE OLD EDUCATION.

The chief centers of learning were at Kioto and Yedo, in which cities the highest educational institutions existed, and which may out of compliment be called universities. Kioto was the seat of ecclesiastical and æsthetic learning, and the Kioto literati excelled in the cultivation of the pure Japanese language, both in its ancient and modern forms. In Yedo was the highest seat of Chinese learning in the land. Besides the schools and literary activity of the two capitals, there was in nearly every daimio's provincial capital a school for the instruction of the sons of the *samurai*.

These schools, which numbered more than a hundred, and maintained a nearly uniform standard of excellence, were established solely for the benefit of the *samurai* class. The sons of merchants or farmers were not allowed to enter them, and no public provision was made for their instruction. The education of these boys, as well as that of the daughters of the *samurai*, was left to parents or private tutors. Whatever knowledge the children of the lower classes could pick up was obtained from the priest, their parents, or in the private schools, of which there were many in every great city, and one in every large village. So general, indeed, was the existence of private schools and schoolmasters, that in the absence of exact statistics, it is very probably safe to say that three fourths of the population of Japan could then, as now, read and write the *kana*, reckon on the *abacus*, and read the easy literature which is published in the *kana* character.

The Japanese lad began his education at the age of six or seven years. There were three grades of schools, corresponding to our primary, grammar, and high schools. They were called *Sho Gakko*, *Chiu Gakko*, *Dai Gakko*. The literal translation of these names is Small School, Middle School, and Great School. In many of the daimios' capitals, the *Dai Gakko* or Great School was wanting. The *Dai Gakko* in Yedo might with some show of propriety be called an university.

The Japanese pupil took his first steps in learning by mastering the *hirakana* and *katakana*, or script and square character, which represent what the Japanese call the "fifty sounds," and which they speak of as "our *kana*." Every Japanese lad must know how to read and write both styles of *kana* text before he begins the study of Chinese characters. The average boy spent five years in the *Sho Gakko*. During the first year he began the study of the Chinese classics, the *Shi-Sho* (Four Books) and of the *Go Kiō* (Five Clas-

sics). The method of learning these books was to go through each one, studying the sound only of each character. A Japanese lad must therefore know the sound of every character in the book, before he has an idea what a single one of them means. This is as if an English boy attacking Homer or the Hebrew Bible were to learn to read the book through, pronouncing every word carefully, but knowing nothing of its meaning or of the construction of the language. Instead of less than forty letters, accents, or diacritical points, however, the Japanese lad must learn nearly two thousand characters, and several hundred sounds, before he receives an explanation of their meaning. The books mastered as to sense and meaning during the five years spent in the *Sho Gakko* were the Small Learning—the Moral Duties of Man; Confucius' Four Books of Morals; the Book of Filial Duties; the Book of Great Lineage—Ancestry of the Mikado; and the Entrance to Knowledge—duties of cleanliness, obedience, etc.

The scholar's work the first year was with *kana* and the sounds of Chinese characters. In the second year the writing of Chinese characters was begun and continued henceforward as a never-ending part of his education. He learned to write the names of all the emperors from the first to the living monarch; the names of large cities, provinces, and the geographical divisions of Japan, his own name and that of his family, the names of streets, familiar objects, the characters for the points of the compass, the seasons, names of countries, of years, chronological era, etc., and to read and copy the imperial proclamations and the edicts on the notice boards.

During the third year the Japanese had learned the four rudimental rules of arithmetic, and the use of the *abacus*—a point at which the mathematical education of the vast majority of the Japanese ended. He also read the Book of Heroes—a reader containing biographies of model men and women, moral anecdotes, accounts of virtuous and noble actions, etc. The study of Chinese classics was continued. Much time was spent in writing Chinese characters, and several hours a week were given to the practical study of etiquette, how to walk, to bow, to visit, to talk, etc. Examinations were held twice a year, at which the daimio or higher officials were present and delivered prizes to the most diligent and successful, who were then graduated into the Middle School, or *Chiu Gakko*.

Hitherto the education was moral and intellectual. In the Middle School the physical education of the lads began. The course comprised three years, during which time daily lessons in either fencing, wrestling, or spear-exercise, and a monthly practice on horseback under competent instructors, were parts of the curriculum. It would be tedious to detail all the studies of the Middle School, but in substance they were simply an advance on the same line of studies of the Small School. The lads read the History of China, the

Book of Rhetoric, or composition in Chinese, a brief history of Japan, and a large book of Japanese strategy, containing remarkable feats in war, narratives of heroes, etc. In writing, they learned the various styles of Chinese writing, the "square," "seal," and "grass" characters, how to write official and private letters, both original and after models. In arithmetic, they learned to count large numerical quantities, and to solve problems by the four fundamental rules. They studied the topography of Japan with considerable thoroughness, and read an epitome of universal geography.

In the *Dai Gakko* or high school, the students spent more time in the gymnasium and on the riding course, becoming proficient in riding, wrestling, archery, fencing, long and short spear exercise, and in the various arts by which an unarmed man may defend his life and injure his enemy. His reading now took a higher range, embracing such well-known historical classics as the *Nihon Seki*, *Nihon Gwaishi*, *Dai Nihon Shi*, *Figo Kiriaku*, *Kocho Shiriaku*. These histories detail the annals of Japan from the Golden Age until the time of Iyeyasu, and less fully to a period "within the memory of men now living." Most of them are written in very fine style, and are much admired by the natives of Japan. In arithmetic, vulgar and decimal fractions, the rule of three, involution, evolution, and progression were taught. A little algebra was introduced into some of the schools, but only a small minority of students reached the maximum of mathematical studies presented above.

In the *Sei Do*, or old Chinese College in Yedo, the course of literary studies ranged somewhat higher. Original composition in Chinese was made a specialty. The subjects assigned for essays were usually problems relating to the government of a State. The student wrote out in good literary style his opinions and method of solution, and supported his thesis by references to and quotations from the Chinese classics and Japanese historical works. At the Chinese college, students, after completing the curriculum, could remain at the college and enter on advanced studies in Chinese literature and composition, under the tutorship of the learned men connected with the institution. The library comprised 110,000 volumes of Chinese and Japanese literature.

The usual time allotted for study in all the schools was six hours a day, from 6 to 12 A. M. in summer, from 8 A. M. to 2 P. M. in the spring and autumn, and from 9 A. M. to 3 P. M. in the winter. No long vacation was given in summer, but the regular holidays throughout the year were rather numerous, and at the beginning of the year the schools were closed for several weeks. The school-furniture was the usual furniture of a Japanese room, tables one foot high, seats on the floor, and racks for swords. The writing pupils were provided with large inkstones and brushes, and knelt in rows at their work. A writing class might be very large, but a

reading class rarely numbered over eight, and ordinarily but six. The usual arrangements for preparing tea, and setting out luncheon for the pupils were duly provided. Large earthen-floored rooms were provided for the wrestlers. Sometimes these rooms were matted. For spear exercise, and fencing, the floors were boarded and often made purposely slippery. Each school had large supplies of bamboo foils, and the defensive armor, masks, gloves, and corslets, necessary for the rough work of fencing. Bruises were common, even when the body was thus protected. The riding course was usually beside the daimio's stable, in which from ten to two hundred horses—the property of the clan—were kept. The students were often purposely exercised in very cold weather, to harden and inure them to exposure and pain. Connected with and living upon each school there was the usual great army of *yakunins*, clerks, and servants of every sort and grade.

In general the disciplinary rules of the schools were strictly observed. Each scholar must wear the *hakama* or *samurai's* trowsers. If late he could not enter the school for that day. When once in he was not allowed to leave till school was out. The rewards at the end of the year were pieces of silk, ink stones, brush-pens, paper, silver coin, and the highest, at the Chinese College in Yedo, was a robe on which the crest of the Shôgun was embroidered, with the privilege of always wearing the garment in public. The most common punishments were confinement to the room or house, whipping on the front of the leg, or on the back, walking up and down for several hours with a writing-table on the head, having the moxa burned on the fore-finger, etc. Of the teachers, some taught only the sound of the characters, others the meaning of the separate characters, others were expounders or exegetes. Writing, arithmetic, and each athletic exercise was taught by a special instructor. Few of the teachers made teaching their permanent work, and of the scholars, probably not more than a third completed the full course of their studies. It was absolutely necessary, however, that a *samurai* should have been at least through the *Sho Gakko*. Without this rudimentary education, no *samurai* could become a household.

—Prof. Griffin in Japan Weekly Mail.

HONORS TO AN AMERICAN ASTRONOMER.

The occasion of the presentation of the highest honors in the gift of the Royal Astronomical Society of London, to Prof. Newcomb, the Astronomer-in-Chief of the United States Observatory at Washington, called together a distinguished scientific assemblage at the rooms of the Society, on Feb. 13, in Somerset House. Among those present were Prof. Cayley, the president, who made the presentation; Sir G. B. Airy, the Astronomer Royal; Prof. Adams (Cambridge), James Glaisher, Esq., and many other eminent astronomers. In making the presentation, Prof. Cayley said:

The council have awarded the medal to Prof. Simon Newcomb, for his Tables of Neptune, and Uranus, and for his other contributions to astronomical science; and upon me, as president, the duty has devolved of explaining to you the grounds of their decision. I think it right to remark that it appears to me that in the award of their highest honor, the council of the society are not bound to institute a comparison between heterogeneous branches of a science, or classes of research—to weigh, for instance, mathematical against observational astronomy, or astronomical physics; or in the several branches respectively, the new idea which originates a theory against the patience and skilled labor which develops and carries it out; and still less to decide between the merits of different workers in the science. It is enough that the different branches of a science coming before them in different years, the medal should in every case be bestowed as a recognition of high merit in some important branch of the science.

The president then described at great length and very technically, the earlier works of Prof. Newcomb, and then passing on to his later labors, which have won him the high honor of the gold medal, he observed:

Prof. Newcomb's tables of Uranus have only recently appeared. They are published in the Smithsonian contributions under the title, "An investigation of the Orbit of Uranus, with General Tables of its motion" (accepted for publication February, 1873), forming a volume of about 300 pages. The work was undertaken as far back as 1859, but the labor devoted to it at first amounted to little more than tentative efforts to obtain numerical data of sufficient accuracy to serve as a basis of the theory and to decide on a satisfactory way of computing the general perturbations. First the element of Neptune had to be corrected, which led to his investigation respecting that planet; it then appeared that the received elements of Uranus also differed too widely from the truth to serve as the basis of the work, and they were provisionally corrected by a series of heliocentric longitudes, derived from observations extending from 1781 to 1861. Finally it was found that the adopted method of computing the perturbations for the "variations of the elements" was practically inapplicable to the computation of the more difficult terms, viz: those of the second order, in regard to the disturbing force. While entertaining a high opinion of Hanson's method, as at once generally practicable and fully developed, the author conceived that it was on the whole preferable to express the perturbations generally in terms of time, owing to the ease with which the results of different investigations could be compared and corrections as to the theory introduced; and under these circumstances he worked out the method described in the first chapter of his treatise, not closely examining how much it contained that was essentially new. With these improved elements and methods, the work was recommenced in 1868; the investigation has occupied him during the subsequent five years; and though aided by computers, every part of the work has been done under his immediate direction, and as nearly as possible in the same way as if he had done it himself; a result in some cases obtained only by an amount of labor approximating to that saved by the employment of the computers.

In concluding his remarks, President Cayley said:

Prof. Newcomb's writings exhibit, all of them, a combination, on the one hand, of mathematical skill and power; and, on the other hand, of good hard work, de-

voted to the furtherance of astronomical science. The memoir on the lunar theory contains the successful development of a highly original idea, and cannot but be regarded as a great step in advance in the method of the variation of the elements and in theoretical dynamics generally. The two sets of planetary tables are works of immense labor, embodying results only attainable by the exercise of such labor under the guidance of profound mathematical skill—and which are needed in the present state of astronomy. I trust that, imperfectly as my task is accomplished, we have done well in the award of our medal.

Prof. Cayley then delivered the medal to Dr. Huggins, the Foreign Secretary, and requested him to transmit it to Prof. Newcomb, "as an expression of the opinion of the Society of the excellence and importance of what he has accomplished, and to assure him at the same time of our best wishes for his health and happiness and for the long and successful continuation of his career as a worker in our science."

THE LATE SENATOR SUMNER.

In connection with the recent decease of the much-lamented Sumner, it may be of general interest to your readers if I add this tribute to his memory, taken from an editorial in the *Morning Star*—newspaper of London—published just after the news of Brooks' assault upon the distinguished Senator had reached England:

"If anything could aggravate the inherent brutality of this act, it is the character of the man upon whom it is committed. For Mr. Sumner is a gentleman in whom there meets a combination of qualities adapted in a rare degree to inspire the affectionate attachment of friends, and to command courtesy and respect from all generous and honorable opponents. A man of chivalrous and heroic spirit, of a refined and sensitive nature, of a powerful and cultivated intellect, disciplined by hard study and adorned with profound and various learning, who has led a life of irreproachable purity and active benevolence, the favorite pupil of Story, the intimate friend and disciple of Channing, the chosen associate of the finest living minds of America—Quincy, Sparks, Longfellow, Goodrich, Dana, Everett, Bryant, and Emerson. 'I think,' says the latter, at a recent meeting at Concord, 'I may borrow the language which Bishop Burnet applied to Sir Isaac Newton; and say that Charles Sumner has the whitest soul I ever knew.'

"For many years of his life, Sumner, like many other men of delicate moral sensibilities, shrank from taking any prominent part in the strong life of politics. He lived among his fellow-citizens known rather as a philanthropist than a politician, until within the last few years, when the daring aggressions of the slave-power roused his spirit and brought him out into the arena of active life. And when the greatest of American orators and statesmen—Daniel Webster—was stricken down by the hand of death, Mr. Sumner was the man whom the State of Massachusetts chose from among

her sons as most worthy to be his successor. And most nobly has he vindicated the wisdom of their choice. Taking small interest in the ordinary conflicts of parties, he has stood forth from the moment that he entered the Senate as the courageous and resolute champion of the slave. His speeches are elaborate and masterly orations, with perhaps almost too much of classical statement and refinement for the tribune. Over the hard and dry abstraction of politics he throws the glancing lights of his fertile and polished fancy, and relieves the tedium of debate by the rich stores of an elegant and varied erudition. The speech that brought upon him the recent attack was perhaps the greatest of all his efforts. It is in every respect a magnificent production. With a lofty and relentless logic, he tears away the covering veil of sophistry with which the Southern members had sought to conceal the naked iniquity of the transactions in Kansas. . . . We have no words of commiseration to offer to Mr. Sumner. God grant only that a life so valuable may be spared, and he will occupy in the estimation of all men, both home and abroad, whose judgment is of value, a prouder position than he ever occupied before. He stood in the vanguard of freedom, and the mark of the ruffianly outrage inflicted upon him, which he will probably bear to the grave, he will wear as more honorable scars than ever warriors brought from the battle-field."

Such is the beautiful eulogy from a foreign source, which I would lay as a wreath of choice exotics upon the honored grave of our hero-statesman. A deep shade of sadness comes over my mind as I think of the going out forever of such a bright and shining light in the world of politics and of letters. In a measure it must be said that the glory of the United States Senate chamber has departed, now that the towering form, and noble features of Charles Sumner shall be seen there nevermore.

But his example of Spartan firmness and stainless integrity is with us as an imperishable legacy, to be preserved for an inspiration to future generations. God grant that the lesson of his life may not be unheeded by those who are aspiring to positions of trust and responsibility in our national counsels. G. H. G.

CONVULSIONS, MEANS OF CHECKING THEM.

I pass now to a completely different kind of phenomena of arrest. That is, the stoppage of convulsions of various kinds. The first I will speak of is a kind of convulsions which we call eclampsia. Very frequently in this case, an irritation of the skin of children, may produce a cessation of the fit. Dipping a child in very hot water, or throwing very cold water on it, may stop convulsions. In other cases the introduction of acupuncture needles—which the Japanese have employed for centuries, and which we unfortunately do not employ enough—may have an immense power on our

nerves. By what mechanism they act is unknown. It is certainly not through chemical process, since they are of platinum, and have no chemical action. An irritation of the fauces or top of the palate by nitrate of silver may stop convulsions.

Ducros, a court physician for whom the Princess Adelida had a great fancy, was an ingenious man if he was not altogether honest. He succeeded in the presence of the physicians in stopping fits or convulsions in children or men, merely by pressing the skin in the neighborhood of the ear. A pressure in the neighborhood of the nostrils may do this. If we are seized with cramps, and can put one foot flat on a very cold floor, the cramps may disappear at once. Or a drawing of the muscles so affected may act on the nerve-cells or spinal cord and stop it.

Hysteria is one of the most singular affections we are subject to. I say we, because even men are so attacked sometimes. A remarkable and successful treatment of this, which I witnessed in Paris, is so peculiar and strange, that if it were not before such a trustful audience, bold and daring as I am, when I am sure of the truth, I should not dare to mention the fact. The daughter of a friend of mine was attacked with a fit of hysteria every morning. I succeeded for a time in breaking up the fit by the use of violent means for a half an hour before the paroxysm was due. But after a time the means I used completely failed. My friend went to see a gymnast in Paris, named Trist, who was far more daring than I am, and was in the habit of treating hysteria in a very bold and unique way. He used to take his patients, as he did this lady, up a ladder after having bandaged their eyes so that they could see nothing. After they had ascended to the height of about twenty feet, he made them walk very carefully on a plank that was about seven or eight inches in width. He, of course, was a gymnast, and accustomed to walk there, so that he could easily lead the person forward. When the young lady had reached the middle of the plank, which was pretty long—for it was a large gymnasium—he said to his patient, "Now, you are perfectly safe, and there is no possibility of your fit coming on again." He had previously assured her that this means was infallible; had referred to hundreds of previous cases, and exaggerated his success in order to act on the mind of the patient. "Now," said he, "after I have left you, you will not try to lift up the piece of cotton-wool that is fixed on your eyes until one minute has elapsed." He started away and left his patient there in great danger, as you may imagine, of falling. After a minute had passed the patient removed the bandage and opened her eyes. Fortunately for Mr. Triat no accident has ever occurred there. How many patients he cured that way, I don't know; but I know the daughter of my friend was certainly cured. The next day there was no need of taking her up there. She had had enough of it. [Laughter.]

There are many other means that may cure an attack of hysteria. The great point to be remembered is, that faith in the patient in these cases is the principal medicine. Placing the arms in very hot water, as Dr. Cerise has found, will stop the fit. Other means, such as the application of ice on the back of the neck when the patient does not expect it, will also succeed. A ligature tied very tightly around the limb may stop the attack. All the means of counter-irritation may be tried also. But in those cases where it is not through the mind that the attack is begun, it must be through a direct influence exerted by the transmission of nerve-force to the cells that were active, thus causing an arrest. Catalepsy may be stopped in the same way. Dr. King found that by drawing up the finger of one of his patients he always succeeded in stopping one of her fits. I have seen one case of the kind myself. Many other means may be successfully employed in catalepsy as well as hysteria.

—Dr. Brown-Sequard.

GERMAN UNIVERSITIES.

Twenty universities for a population of 42,000,000 is certainly not a very large number, but there is a vast number of intermediate schools of all sorts and grades. I think the grand fault of the universities is that the students are pretty much cut off from all intercourse with the professors. Of course the professors are approachable, but it is only as any other stranger is. There is nothing in university life to bring them together, and a student might attend the university twenty years without ever having occasion to speak to a professor. Hence, every student must work entirely alone, and the progress he makes is known only to himself. There are not even any examinations, unless one wishes to be admitted to the public service, or to a doctorate, both of which are only incidental matters. A student of first class talents, who is thoroughly in earnest, can get along well enough—it suits him as well as any system could; but I hardly think it is a breach of charity to assume that the majority simply go to ruin. I think this is why the wonderful school system of Germany does not produce better results, and why the universities spoil what the lower schools have accomplished. They hold it as a fundamental principle, and take pride in doing so, to treat the students as men of mature minds, perfect morals, and thorough devotion to study; and as most of them are just the antipodes of that, the consequences may be imagined. The professors themselves are generally men worthy of all honor, but the system almost entirely prevents them from exercising any good influence on the students. The American student who comes here without settled principles, moral and political, as well as thoroughly studious habits, will be apt to go home a wreck. The evils of the system are far-reaching almost beyond estimation, and I think is largely responsible for the weak and worst points of the German character.

—W. Harper in N. W. Christian Advocate.

THE PENIKESSE SCHOOL — ITS HISTORY AND ITS PROSPECTS.—A circular has been sent to the boards of education in all the States by Mr. Alexander Agassiz, director of the Anderson School at Penikese. After giving a history of last summer's work he says :

"The peculiar relations existing between the younger naturalists of the country and the late director of the school, enabled him not only to secure their good will, but also their grateful, efficient, and gratuitous services. He has gone from among us, and while I have no doubt that the same spirit will animate his former associates, if the occasion require it, yet I feel that it would be unfair to ask further sacrifices from those who have so nobly done their share in initiating the enterprise.

"This school, so successfully conducted for one session, has not only exercised already a powerful influence in America, but it is recognized abroad wherever an interest is felt in the progress of culture as an original and very valuable experiment in education. Even the seaside laboratories, lately established or projected in Europe, have never aimed at the vital and widespread connection with the education of the people which lies at the very foundation of the Anderson School. Institutions of the kind, so far as they have existed hitherto, have been intended for the professional few. This is intended to teach the children, throughout the length and breadth of the land, how to study nature. It meets also a demand already felt. All who know anything of our public, normal, and training schools, say that there is a very earnest and general desire to introduce a larger, more liberal, and above all a more natural method of instruction in the different branches of natural history, but that the teachers are wanting. The Anderson School is simply a normal school for the preparation of such teachers, with all the necessary outfit of buildings, apparatus, aquariums ready to our hand. In fact, nowhere else can such opportunities be found for a cheap and thorough training in natural history.

"Under these circumstances I have no hesitation in appealing to you for aid in obtaining a permanent endowment for its support. The expenses of the school will always be kept down to a minimum, the rate of board and some other items depending mainly on the students themselves. But the professors must be paid, and certain provisions for transportation, necessary waste of material, etc., must be made. For this object I ask your co-operation in obtaining from the legislature of your State, or from other means at the disposal of your State board of education, a moderate appropriation—say of \$5,000, or an annual amount of \$350, as a contribution towards the permanent support of the Anderson School. Every such share would entitle your State to the admission of two teachers annually as students at Penikese, the teachers to be selected for their aptitude in Natural History in such manner as you think best. Considering the scarcity of efficient teachers in Natural History, it would certainly be an economy to obtain, for so small a sum, the privilege of training in this manner the teachers already in your employ.

"Hoping you will give the matter your cordial consideration, I remain very respectfully yours,

ALEX. AGASSIZ,
"Director of the Anderson School."

SENATOR SUMNER'S WILL. — The Boston *Globe's* Washington dispatch says :

"In September, 1872, just before Senator Sumner left

for Europe, he wrote in his own hand, his will. He bequeathed all his papers, manuscripts and letter books to Henry W. Longfellow, Francis E. Balch, and Edward L. Pierce as trustees ; all his books and autographs to the library of Harvard college ; his bronzes to his friends of many years, Henry W. Longfellow and Dr. Samuel G. Howe. He gives to the city of Boston, for the Art museum, his pictures and engravings, except the picture of the "Miracle of the Slave," which he bequeaths to his friend, Joseph B. Smith, of Boston. To Mrs. Hannah Richmond Jacobs, the only surviving sister of his mother, he gives the annuity of \$500. There is a bequest of \$2,000 to the daughters of Henry W. Longfellow ; \$2,000 to the daughters of Dr. Samuel G. Howe, and \$2,000 to the daughters of James T. Furness of Philadelphia, "which" he says, "I ask them to accept, in token of gratitude, for the friendship their parents have shown me." The will directs that the residue of his estate shall be distributed in two moieties : one moiety to his sister, Mrs. Julia Hastings, of San Francisco, Cal., the other moiety to the president and fellows of Harvard, in trust for the benefit of the college library, the income to be applied to the purchase of books. In reference to this last moiety, the will adds : "This bequest is made in filial regard to the college. In selecting especially the library, I am governed especially by the consideration that all my life I have been a user of books, and, having few of my own, I have relied on the libraries of my friends and on public libraries, so that what I now do is only a return for what I freely received." Francis B. Balch, of Boston, formerly clerk to the senate committee on foreign relations when Mr. Sumner was chairman of that committee, is designated as sole executive of the will. Mr. Sumner's estate is valued at \$100,000."

LOVES OF THE HUMMING BIRD.—Soon after crossing the muddy Artigua below Pavon, a beautifully clear and sparkling brook is reached, coming down to join its pure waters with the soiled river below. In the evening this was the favorite resort of many birds who came to drink at the pelucid stream, or catch insects playing over the water. Amongst the last was the beautiful blue, green, and white humming bird (*Florisuga mellivora*, Linn.); the head and neck a deep metallic blue, bordered on the back by a pure white color over the shoulders, followed by a deep metallic green ; on the under side the blue neck is succeeded by green, the green from the center of the breast to the end of the tail by pure white ; the tail can be expanded to a half circle, and each feather widening toward the end makes the semi circle complete around the edge. When catching the ephemeridæ that play above the water, the tail is not expended ; it is reserved for times of courtship. I have seen the female sitting quietly on a branch, and two males displaying their charms in front of her. One would shoot up like a rocket, then suddenly expanding the snow white tail like

an inverted parachute, slowly descend in front of her, turning round gradually to show off both back and front. The effect was heightened by the wings being invisible from a distance of a few yards, both from their velocity of movement and from not having the metallic lustre of the rest of the body. The expanded white tail covered more space than all the rest of the bird, and was evidently the grand feature in the performance. Whilst one was descending the other would shoot up and come slowly down expanded. The entertainment would end in a fight between the two performers; but whether the most beautiful or the most pugnacious was the accepted suitor, I know not. —"The Naturalist in Nicaragua."

TREATMENT OF NEW DWELLING ROOMS. — The dampness of newly-finished rooms is not due so much to the water used in mixing the plaster, as to the water of hydration of the lime, liberated by the action of carbonic acid. The action of the small quantity present in the normal atmosphere, would, however, be so slow and the water be liberated so gradually, that no injurious effect could result. But as soon as the rooms had become tenanted the large amount of carbonic acid given off in respiration causes such rapid displacement of other matters indicated by the peculiar odor, that unpleasant and injurious results may follow. Treatment of the rooms with carbonic acid, before occupying them, suggests itself at once, as a means of rendering them rapidly tenatable. Although, by calculation, it would require the carbonic acid from the combustion of about 320 pounds of coal to displace the hydrate in water in the walls of a room of about 1,500 square feet of surface, in practice, the consumption, in a suitable way, of about five pounds of charcoal per day, for five days, in the room, would answer, because the interior portions are protected from rapid action of carbonic acid, as soon as a layer of about one-tenth of an inch has been acted on. This is proved by the fact that Professor Fuchs has detected caustic lime in walls centuries old.

SUNSHINE AND SLEEP. — Sleepless persons should court the sun. The very worst soporific is laudanum, and the very best, sunshine. Therefore it is very plain that poor sleepers should pass as many hours as possible in the sunshine, and as few as possible in the shade. Many women are martyrs, and yet they do not know it. They shut the sunshine out of their houses and their hearts, they wear veils, they carry parasols, they do all possible to keep off the most potent influence which is intended to give them strength, and beauty, and cheerfulness. Is it not time to change all this, and so get color and roses in our pale cheeks, strength in our weak backs, and courage in our timid souls? The women of America are pale and delicate, but with the aid of sunlight they may be blooming and strong.

—Home and Health.

THE CONN. SCHOOL JOURNAL.

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EDITORIAL.

WE commend to our readers the sensible article in this number by Miss Mary W. Bond on The Standing Position in the School-Room. We most heartily endorse her views, and believe that much more might be said, justly, to the same effect. Reformers in the matter of posture, like all other reformers, have carried their improvement to the other extreme, and must be checked and brought back to common sense.

Somewhat inseparably connected with the old, lazy way of hearing recitations, line by line from a book, vacant of all fresh inspiration, was the very consistent habit of drawing out those instructions entirely from a sitting posture. In introducing a less bookish and more personal and lively method of teaching, the leaders of the advance guard of to-day have very naturally urged the instructor to avail himself of that animation and power which comes from standing up to his work, from free passing to and fro among his pupils, visiting them at their desks, kindling them up with the magnetism of his close presence. Let the book and the chair keep each other company at the desk, but let the teacher, independent of either, be the living, moving, active magnetic embodiment of the instructions of the day, at the blackboard and in the very midst of his pupils. This is the essence of the most approved style of to-day, and it contains all the power that there is in teaching. But many Normal school instructors and others of prominence have injuriously overshot the mark by insisting rigidly that the teacher must *always* stand in his school-room work, and the classes also, very generally, during the time of recitation. To be seated at all while conducting recitations is tabooed as idleness and laxity, of which the good teacher will not be guilty. It is quite time, before more harm is done, that the current be set back from this foolish extreme. Such doctrine, we are happy to say, is never taught in the Connecticut Normal School, but it is made imperative in some other Normal schools of much influence. We warn teachers not to be bound in any such bonds. It is well established, in a sanitary point of view, that constant standing is exceedingly injurious. To the female sex over-standing is

especially dangerous, and may entail injuries for a life-time. Neither female teachers, then, nor female pupils, should be kept long in a standing position. But even to the male sex there is danger. Dentists standing all day long over their patients, conductors standing in the car-aisles, music teachers standing by the piano, all are liable and very subject to contract serious diseases as could readily be proved. The ever-standing school teacher cannot hope to be exempt from these.

Nor does it always produce a favorable impression for a teacher to be constantly on the stride around the room. A suitable, moderate amount of motion conduces to activity and appears well. A constant exhibition of it does not differ appreciably from restlessness, and is in itself ill-mannered.

On the other hand, a sitting posture is not necessarily an indolent or weak one. A live, ardent teacher, full of snap, is not to be quenched even if you tie him in a chair. Prof. Chauncey A. Goodrich used to hold overflowing, voluntary audiences of students at Yale every Sabbath evening, by the most energetic, sparkling instructions, given always from his chair. The common sense of the matter seems to be this: The teacher must be, at all hazards, lively and inspiring, whatever his posture; he must keep up this spirit in whatever posture he may face his pupils. But he must not be restricted to any one position. Let him be versatile and self-poised, deciding on his position by the demands of the moment. Let him well understand that the great power of presence and life is best put forth upon the feet; but yet that there is a relief in the chair which is essential and best. Let him cultivate the power of energetic instruction from the chair as well as on the feet. Let him understand that even the erect position loses its charm by becoming the constant and wearisome habit; while the rising to it from an occasional relief of sitting, gives it an emphasis which will be felt all through the school. And let him be merciful and considerate to the pupils. Let him never keep them standing long at a time, especially when they are only listening to the recitations of others, so that their whole frames are relaxed and best suited with rest.

By the valuable communication which we insert in this number, on the question of school jurisprudence, from Mr. N. H. Whittemore, of Norwich, we are reminded to speak of the excellent work which he is accomplishing in that city. Norwich still labors under the defects of the school-district system. But a remarkable step toward improvement was made a

short time ago when the entire Central School District, embracing six school buildings and a large number of schools, was put under the charge of Mr. Whittemore as superintendent. Those who are acquainted with Mr. Whittemore (who will be remembered as lately one of the Board of Editors of the *SCHOOL JOURNAL*) need not be told that he has entered upon his work with a vigor and thoroughness which are producing the best results. As one means of securing thorough organization he has this year prepared a printed manual for the schools of the district, containing, in addition to statistical information, concise statements of the duties of the various officers and teachers, rules for teachers and pupils, regulations for the school-room, suggestions to parents and guardians, and a minute schedule of studies in every grade. He is much strengthened in his work by having as principal of the largest and highest school—the “Broadway”—Mr. C. H. Keith, a graduate of the Bridgewater (Mass.) Normal School.

As an additional evidence of the energy of Mr. Whittemore in securing for his teachers every advantage, we may mention that he forwarded lately, at one time, thirty subscriptions for the *SCHOOL JOURNAL*—sufficient for every teacher in his district. We are glad to put these facts on record, and wish for the Superintendent of the Central School District of Norwich that continued success, and that popular appreciation which his faithfulness deserves.

THEY are striking hard for a compulsory school law in New York State. Several bills have been brought before the Legislature this session, the best and strongest of which are known as the “Senate Bill,” and “Mr. Dexter Hawkins’ (Assembly) Bill.” Both of these are good; but that of Mr. Hawkins is preferable as remedying several important defects of the “Senate Bill,” and has been unanimously recommended by the Assembly Committee on Education. Its main features are provisions requiring parents or guardians to educate all children under their charge between the ages of eight and fifteen, for at least fourteen weeks in the year, either in school or home instruction; also enforcing education for factory children, in default of which the employers are to be fined, and making it the duty of school trustees to examine into the condition of the factory children of their district; provisions authorizing the school trustees to supply school-books and clothing for destitute pupils, and enactments for repressing truancy, by which it is required, among other things, that children whose friends are utterly

unable to school them, shall be treated as truants.

The New York *Times*, to which we are indebted for these facts, has for a long time strongly advocated compulsory education, and in a late series of editorials is urgently calling attention to the necessity of a law to this effect. It approves highly of the Hawkins' bill, but suggests some amendments; such as the permission to substitute a six months' night school for a three months' day school, as a very necessary accommodation to a large class of the poor.

It also objects to the clause providing books and clothing to destitute pupils, as an injurious giving of alms, liable to serious abuses.

SPIRIT OF EDUCATIONAL MONTHLIES.

THE TRUTH ABOUT PHONICS is briefly stated in the *National Journal* (Ohio). "There is some good in Phonetics. They are not only useful, they are essential in the education of every person. But this is not saying they are *all*, or even a continuous part, of an education. Drills in phonics are useful, but they are not essential in every reading class. There are two classes of persons to whom phonics are essential, namely: (1) to children learning their alphabet; (2) to teachers teaching, or superintending the teaching of the alphabet. That the alphabet should be taught by some phonetic method, will not be denied by any well informed person. Nor can it be denied that the reason why the alphabet is not taught by some phonetic method is, the teachers do not themselves understand the phonics of the alphabet. It follows, then, that all common-school teachers should be thoroughly and practically drilled in the phonics of the alphabet. This work should go on in every teacher's Institute and Normal school.

But where are phonics mostly indulged in? Generally in some elocution class, conducted by some fancy elocutionist—as if every person in the class were to pass directly from under his instruction to a regular engagement upon some theatrical stage. Or perhaps in our public schools, where they are taught in *addition* to *advanced* reading, because the superintendent has got a notion somewhere that phonics are a good thing, and must therefore be introduced." There would be some mitigation of this public-school nonsense if in the lower grades the phonics were put to their only real use, and made to help the a-b-c-d-arians learn to read. But no, the a-b-c-d-arians not only have to learn to read, but they are compelled to *learn the*

phonics in addition, as a separate and distinct drill from learning the alphabet. Such amazing stupidity, such criminal waste of time and materials, would be perfectly appalling were it not so common in public schools." We are promised, in a future number, the true method of teaching phonics to teachers, with a view to preparing them to teach the alphabet by some phonetic method.

"Some Points for Young Teachers," "Duties of a Superintendent," and "Language Teaching in Switzerland," are instructive papers. The Intelligence Department is full, as usual.

THE *American Educational Monthly* has an interesting historical sketch of "The Public Schools of Baltimore," from which we learn that an act was passed by the Assembly of the Province of Maryland, under the Provincial Government of the Crown, at the September Session, 1694, held in the city of St. Mary, "For the encouragement of learning and advance of the natives of the Province." At the same session there was an act passed "For the erection of Free Schools." At the July session of 1696, held in the port of Annapolis, it was ordered that a school should be established, in connection with other free schools, to be called "King William's School." Of this school, by the act of incorporation, the Archbishop of Canterbury was chancellor. King William's School has been perpetuated, and is now flourishing, under the name of "St. John's College." By subsequent acts of Assembly, under the government of the Crown, Provincial, and State governments, orders were passed for the establishment of the free schools, of which one at least was to be erected in each county. Of these Washington College in Charleston, Kent, is still existing, and in good condition. Duties paid on beef and pork, spirits, pitch, tar, and negro and Irish servants imported into the province, were appropriated to the support of the free schools. The duty on negroes was ten pence per poll, and on Irish servants, who were Papists, two shillings and sixpence per poll. Protestant Irish servants were exempt from this tax. The law under which the present public schools of Baltimore city were ordered, was passed in 1825; but the schools contemplated by it were not in full operation until the year 1830. The schools were organized on the monitorial plan, repudiating altogether the appliances of Lancaster. The number of pupils allotted to a teacher was 300. This allotment was based, as a great improvement, upon the number of pupils taught by one

teacher in New York, which was 500, and in some cases more than 500. The improvement was certainly considerable upon the New York allotment, but in the course of a few years, together with the New York system, it was proved to be a failure. It might have saved expense, but it was the occasion of a fearful loss of time, and the loss of the most part of education to many a pupil. While the plan was in operation, there were hundreds of teachers in the State where the system was pursued, who did not know personally the half of their pupils, many of whom they never heard recite a lesson.

Notices of "Eminent Educators Deceased in 1873," are continued. "Moral Training" is a good article upon a vitally important subject.

"DO WE NEED COUNTY SUPERINTENDENTS?" is the question discussed in the *Maine Journal of Education*. "From the best educational authorities we learn that the present great progress in education is due to organized system of supervision. Dr. McCosh considers that Canada, Great Britain, and even Ireland, will soon surpass our American systems of schools, because they have placed supervision on such an efficient basis. The Western States are fast surpassing their Eastern sisters, merely because they have adopted such a system of county supervision as to head in the many shoots that are so constantly making dead wood for us, instead of being those shoots that should bear bountiful fruit in due season. Without supervision the tendency of all work is to drift to the lowest level. So also the gratuitous services of our so-called school committee produce the poorest results; therefore, above all things, pay well the superintendents, and demand the best results, and with competent supervision all work tends to struggle up to the highest level of attainment."

"State Aid and What shall it Be?" is the subject of an article in which the writer makes some strictures on recent educational movements in the State of Maine. The policy of converting academies and seminaries into free high schools is strongly reprehended. "There are many places," says the writer, "where the policy of our educational leader has killed a good school and established a half dozen poor ones in its place." "Every one who gives the subject attention will see that in Maine, at least, our academies and seminaries are about all the means we have of preparing teachers for their work." Of the Normal Schools he says, "They are State institutions only in name; in every other

particular they are simply and solely *local* schools." Among other subjects treated in this number of the *Journal* we note, "Class Management," "The Vegetable Kingdom," by Eliza H. Morton, and "Ignorance of Legislators."

ANNALS OF EDUCATION.

THOMPSON.—The schools of this town in Grovemordale and North Grovemordale, have made good improvement during the present school year. In each of these villages the year has been divided into three terms, instead of two as heretofore, affording a much better opportunity for the factory children to attend school. In North Grovemordale two teachers have been employed. The manufacturing company have fitted up a good school room, occupying the entire lower story of one of its new houses, and have furnished it with the best wooden school furniture. This room is occupied by the senior department. The old school house, which is in fair condition, is occupied by the primary department. There is reason to believe that the children in this village will receive the schooling which the law requires, and it is hoped, a good deal more. A new school house is much needed in this vicinity. The two villages will soon be united, and a large school house be built between them, or, what will be much better, a good house be built in each village, as there are children enough for three or four departments in each. Mr. Briggs, agent of the Grovemordale Company, says something of this kind will soon be done, and what he says he will do he does.

STERLING.—The school house in the village of Oneco was enlarged last fall, and during the winter has been furnished with first-class furniture, manufactured by E. M. Thurston & Co., Providence, R. I.

PUTNAM.—Ground has here been broken for the new High School building, which the people of the town say will be the finest school building in Windham county. The Fifth district has voted to make addition to its school house, at a cost of \$2,500.

KILLINGLY.—The attendance at the school in Danielsonville has been so large the past fall and winter that all the rooms, except one, in the fine school building have been occupied. The principal, Mr. S. B. Frost, has, during the winter, delivered a course of lectures on Light. These lec-

tures, illustrated with excellent apparatus, the private property of Mr. Frost, have been well attended, and are highly commended by those qualified to judge of such efforts. Mr. Frost has added to his reputation as a first-rate teacher, that of an able lecturer on natural science.

PLAINFIELD.—The two school districts in Central Village were united last fall, and the new districts thus formed voted to build a commodious house for a graded school. It is expected that this house will be ready for the school by next fall.

GRISWOLD.—The school in the village of Jewett City has been larger during the past winter than ever before, and additional accommodations will be provided before the commencement of another school year.

VOLUNTOWN.—The school in the village, under the care of Mr. A. E. Bitgood, has been a decided success. At the examination, at the close of the winter term, the older pupils showed a knowledge of higher arithmetic, grammatical analysis, and algebra, that would do credit to pupils in our high schools. Two teachers have been employed in this school, and the district feels the need of more ample accommodations, which it will soon have, either by adding to the present school house or by building a new one.

SPRAGUE.—The attendance at the school in Baltic during the fall and winter terms has been much larger than ever before, requiring, in addition to the school house, the use of a public hall, which, supplied with good school furniture, has been gratuitously furnished by the agent of A. & W. Sprague Mfg. Co. Five teachers have been constantly employed, and during a part of the winter seven were employed. Last year there were only three teachers, except during a part of the winter, when there were four. The winter term closed with an exhibition by the pupils, which is spoken of as a decided success.

EAST WINDSOR.—Last May the two school districts in the village of Broad Brook were united, and the district thus formed voted at once to build a house for a graded school at a cost of \$15,000. With cost of lot and furniture the whole expense will be about \$20,000. The house, which is now nearly finished, is a two-story brick edifice, with basement; it has seven schoolrooms and an assembly room. This house will be occupied next

fall, possibly a part of it will be ready for the spring term. Considering the population of the village, and their means, the enterprise is hardly excelled in the State.

Mr. Potter, agent of the State Board of Education, states that in nearly every factory village, and in most of the cities, the attendance at school is much better than in former years. In one of the largest factory villages, during the fall term, while the factories were in full operation, the number of children registered in the school was sixty-seven per cent. more than during the fall term of the previous year, and that without any increase in the number of children enumerated. Certificates in the form of a card with colored border, and bearing the seal of the State, have been furnished by the Educational Department of the State to most of the school, in the manufacturing towns where children are employed; and it has been requested that one be given to every child above eight years of age at the close of each school term, provided he has been present not less than fifteen days. The name of the child, the number of weeks registered in school, the number of days in attendance and absence, are to be written on the card over the signature of the teacher. If children are to be employed in labor, these cards will show whether they have attended school as the law requires. But they are not designed for this purpose only. It is believed they will promote regular attendance in the schools where they are used, and show the children that their education is a public interest, as well as of personal importance.

MINNESOTA.—There are in this State three Normal schools, located respectively at Winona, Mankota, and St. Cloud. They have been but recently established, and have required considerable aid from the State. At the close of the Legislature Senator Donnelly introduced a bill for their abolition, putting it on the ground that they were a burden and expense to the State, and were doing but little good for the cause of education. The bill received no favor, and was voted down by a large majority. Minnesota is not only willing to sustain what educational institutions she now has, but to establish such new ones as are demanded from time to time.—*N. Y. Tribune.*

CALIFORNIA.—We are indebted to the courtesy of the Hon. Henry Bolander, State Superintendent, for the Fifth Biennial Report of the Department of Public Instruction. It is a volume of

366 pages, closely filled with valuable statistics, able discussions, and important suggestions relative to the educational work in the Golden State. It is a monument of ability, earnestness, and laboriousness. Compulsory education is ably discussed and advocated, Secretary Northrop being largely quoted in support of the argument. "The Relation between Crime and Education," "Relation between Education and Pauperism," "Support of Common Schools," "The Need of Trained Teachers," are among the subjects discussed. An interesting part of the work consists of the whole body of questions used during the past year, in the examination of applicants for State Teachers' Certificates, together with the answers to the same, given by five successful candidates. Another feature of interest to educators outside of California, as well as within it, is the course of study for all grades of schools, as revised by the Board of Education during the last year. We rise from the perusal of this report impressed with the conviction that California is rapidly moving toward the front in educational matters.

KANSAS.—Our thanks are due to Hon. H. D. McCarty, Superintendent of Public Instruction of Kansas, for the Thirteenth Annual Report of his department. This report demonstrates that the steady and substantial growth of popular education during the past year, has been in advance of that of any previous one in the history of Kansas. Total number of persons of school age (5 to 21) 184,957; increase during the year 18,975—whole number enrolled in public schools 121,690; increase for the year 15,027—average daily attendance in public schools 71,062; increase for the year 9,524;—average length of schools 5.34 months.

Doubtless there are minds as bright and as well taught in the 263 log school-houses, as in the 2,870 frame, brick, and stone edifices. The University of Kansas, at Lawrence, with 158 students in the Preparatory, and 81 in the Collegiate Department; the Kansas Agricultural College, at Manhattan, having 159 students in the fall term of 1873; the Emporia Normal School, with 172 students; the Quindora State Normal School (colored), St. Benedict's College (Roman Catholic), and Mt. St. Mary's Female Academy, conducted by the Sisters of Charity, are important educational institutions. "County Superintendency," "County Teachers' Institutes," "Women as Teachers," and "Drawing in Schools," are some of the vital topics discussed in this able report.

BOOK NOTICES.

PHYSICAL GEOGRAPHY. By John Macturk, F.R. G.S. Published by G. P. Putnam's Sons, New York City.

This is another of Putnam's Elementary Series. It gives in a very compact form, in this little book, readily carried in the pocket, a condensed statement of the leading facts of physical geography. It is prepared with care, being adapted to the results of the latest researches. It contains drawn maps and other apt illustrations. For persons or classes not desirous of going into a particular study of the various departments of this subject, but of obtaining a bird's-eye view of the whole, this book will prove acceptable.

MACHINE CONSTRUCTION AND DRAWING. By Edward Tomkins. Published by G. P. Putnam's Sons, New York City.

A very neat and useful little handbook belonging to Putnam's Elementary Series. Its object is to serve as an introduction to the study of Machine Construction, and to the application of geometrical drawing to the representation of machinery. For this purpose it is well devised, being simple and clear. It is very well supplied with plates for so elementary a volume, and good ones too. There is a more advanced work of the same title in "Putnam's Advanced Science Series," designed to follow the mastery of this one.

PHYSICAL GEOGRAPHY. By M. F. Maury, LL.D., late Superintendent of the National Observatory, Washington, D. C. Published by the University Publishing Co., New York and Baltimore.

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